

# After School

## Technical Assistance Providers' Evaluation Framework

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evaluation  
is about telling  
a STORY...**



# After School Technical Assistance Providers' Evaluation Framework

## What's the big idea?

At its heart, evaluation is about telling stories. The stories usually tell what everyone was interested in improving in the first place, what the TA engagement looked like, which parts worked and which didn't, and how programs or people changed. Strong evaluations help TA providers to tell their own stories in a way that is clear, verifiable, and actionable.

Nearly all evaluation stories go something like, "We wanted to make X more effective. So we did Y. After a while, we saw Z, which tells us that..." Of course, filling in these blanks is the challenging part. The *TA Providers' Evaluation Framework* is designed to help fill in those blanks.

What distinguishes evaluation from fiction, then? We don't get to change the story after the fact. **High quality evaluations are based on an intentional, value-neutral set of questions about the quality of the service and their results.** They are based on the intended process and outcomes of the service or engagement, explore both the positive and negative aspects of that service or engagement, and identify the leading factors that contributed to, and detracted from, the success of the engagement. Finally, they incorporate multiple stakeholders' perspectives.

TA providers will almost never have the luxury of doing an experimental study that *proves* that the TA service led to a specific improvement. That's mostly because doing experimental studies would cost several times the TA service itself! Instead, strong evaluations of TA services make a strong *correlational* case, focusing on how programs and people changed over the course of the engagement (and after), and whether those directly affected by the TA service attribute the changes to the TA.

Resources that will be very handy when using this *Framework* include:

- Any session Learning Goals or similar statements about what participants should get out of the TA engagement.
- Logic Models, Theories of Change, or Theories of Action that describe how people or programs are expected to change as a result of the TA service.
- Existing surveys, site visit tools, rubrics, focus group protocols, or other data collection tools.

# The After School Technical Assistance Evaluation Framework

## Four Questions to Get You Where You Need to Go

Use the answers to four simple questions to develop a strong, high quality evaluation plan for your after school technical assistance services.

Each of the following sections in this Framework provides more information about each step in the process.

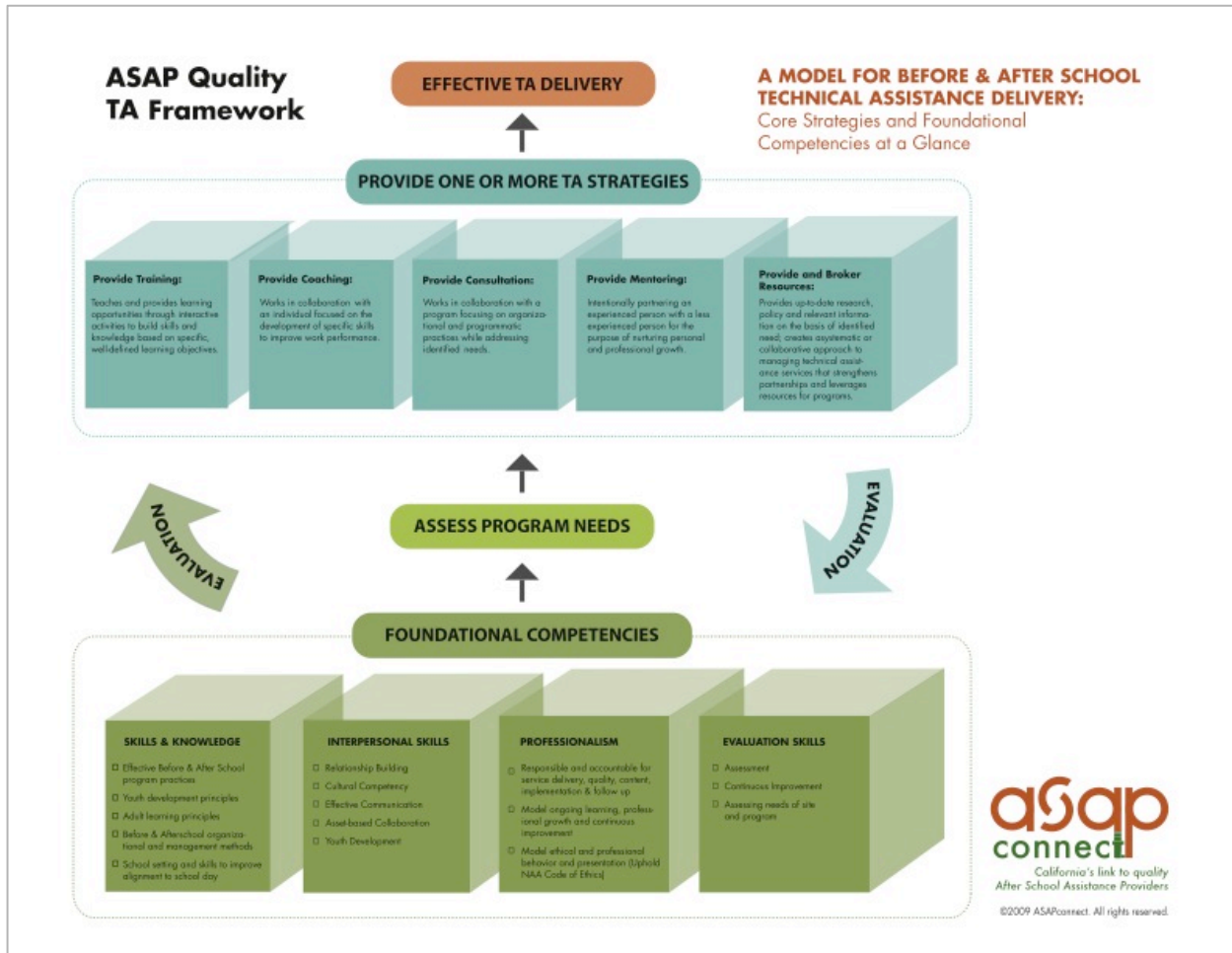


You may find that the answer to one of these questions circles you back to an earlier one. That's the idea! Thinking through how to evaluate technical assistance services is an iterative process, and may affect how the services themselves are designed.

For example, let's say that your *intended outcome* for a particular TA engagement is to substantially improve the emotional climate of an after school program. But your *TA Strategy* is a two-hour training with a few director-level staff members and no follow up. It's unlikely that a short-term engagement with management level staff will translate into lasting on-the-ground improvements in the emotional climate of the program. In this case, you'll want to re-visit the *TA Strategy* or the *intended outcome* to assure a good fit between the two.

## ASAPconnect Quality TA Framework

This *Evaluation Framework* is informed by the ASAPconnect Quality TA Framework, which defines specific Foundational Competencies and TA Strategies for the field.



## Question One: What happened?

In this step, technical assistance providers need to get specific about what they are going to evaluate, including the TA Strategies employed and the duration of the engagement.

What to consider	<p>Which TA Strategies are you using?</p> <ul style="list-style-type: none"><li>• Training</li><li>• Coaching</li><li>• Consultation</li><li>• Mentoring</li><li>• Provide and Broker Resources</li></ul> <p>For how long?</p> <ul style="list-style-type: none"><li>• One or two sessions</li><li>• Intensively for a short period</li><li>• Intermittently over a longer period</li><li>• Intensively for a long period</li></ul>
Why it is important	<p>The TA Strategy and duration of the engagement will affect the other choices you make in the evaluation.</p> <p><i>TA Strategy</i></p> <p>As noted in the ASAPconnect Quality TA Framework, TA Strategies vary by situation and intended outcome.</p> <ul style="list-style-type: none"><li>• Training - to build knowledge and skills in a well-defined topic</li><li>• Coaching - to help an individual improve her/his performance</li><li>• Consultation - work with a team to address specific programmatic issues</li><li>• Mentoring - pairing experienced and new staff to nurture personal and professional growth</li><li>• Provide and Broker Resources - sharing research based on program need; leveraging and coordinating services</li></ul> <p><i>Duration</i></p> <p>In general, shorter-term engagements are effective in communicating new information, addressing a narrow issue or “getting the lay of the land.”</p> <p>Longer-term engagements are more effective in affecting broad-reaching change in practice or in addressing multiple complex issues.</p>
Don't forget to...	<p>Consider your <i>Intended Outcomes</i> in light of the Strategies you are using and the intensity of the engagement.</p>



## Question Two: For whom?

In this step, technical assistance providers identify the participants in the TA engagement, as well as who will be indirectly affected by the TA.

What to consider	<p>Who is receiving direct TA services? <i>Who are you working with?</i></p> <p>Which staff may be indirectly affected by the TA services? <i>Who might observe the impacts of the TA, or be asked to change by someone who is receiving your TA services?</i></p> <p>How might the TA services affect young people? <i>Will they perceive a change in the program's operations or activities? In their relationships with staff members?</i></p>
Why it is important	<p>In many cases, a successful TA engagement will affect multiple people, ranging from staff members to youth. Thinking through who will be affected - directly and indirectly - will help you a lot when refining your <i>Intended Outcomes</i> and determining your data sources.</p> <p>In general, people who are directly affected by the TA engagement can be expected to weigh in on both the quality of the service and on its impacts.</p> <p>Those who are only indirectly affected will be able to share their perspectives on how the program has changed, but probably won't be able to attribute it directly to the TA service itself.</p>
Don't forget to...	<p>Use this information when developing your data sources. Who will have experienced the TA services in some way? What is their unique perspective?</p>

### Question Three: What's the intended outcome?

In this step, technical assistance providers clarify the intended outcomes of their services. Think about *what* should change, for *whom*, and *by when*. This will generate a long list, which is the idea. Learning Objectives, Logic Models, Theories of Change, or Theories of Action are *extremely* helpful in this step.

What to consider	<p>For staff members directly affected by the TA service, think about: Does the TA service focus on changing staff members' knowledge, skills, abilities, or attitudes (KSAs)? When should we expect to see this change?</p> <p>Once the staff member has obtained her/his new KSAs, will those changes be reflected in program policies? In staff behaviors? Somewhere else? When will this show up in the after school program?</p> <p>For staff members indirectly affected by the TA, think about: How will the changes in policy or practice be communicated or implemented?</p> <p>In what ways should the staff members' day-to-day experiences change as a result of the TA engagement? By when should this have occurred?</p> <p>For youth in the after school program, think about: In what ways should young people's day-to-day experiences change as a result of the TA engagement? By when?</p>
Why it is important	<p>The intended outcomes are the beating heart of your data collection methods. Being clear about who should demonstrate what kind of change in this stage will make developing your data collection plan a snap.</p>
Don't forget to...	<p>Circle back to the TA Strategies you are using and the duration of the engagement. Do they line up with the intended outcomes? Is it reasonable to expect the kind of impact outlined in the intended outcomes given the nature of the TA engagement?</p> <p>This step is almost necessarily iterative as you refine your outcomes and then circle back through the Framework to make sure they are reasonable.</p>

## A Brief Digression: Kirkpatrick's Model of Successful TA & Training

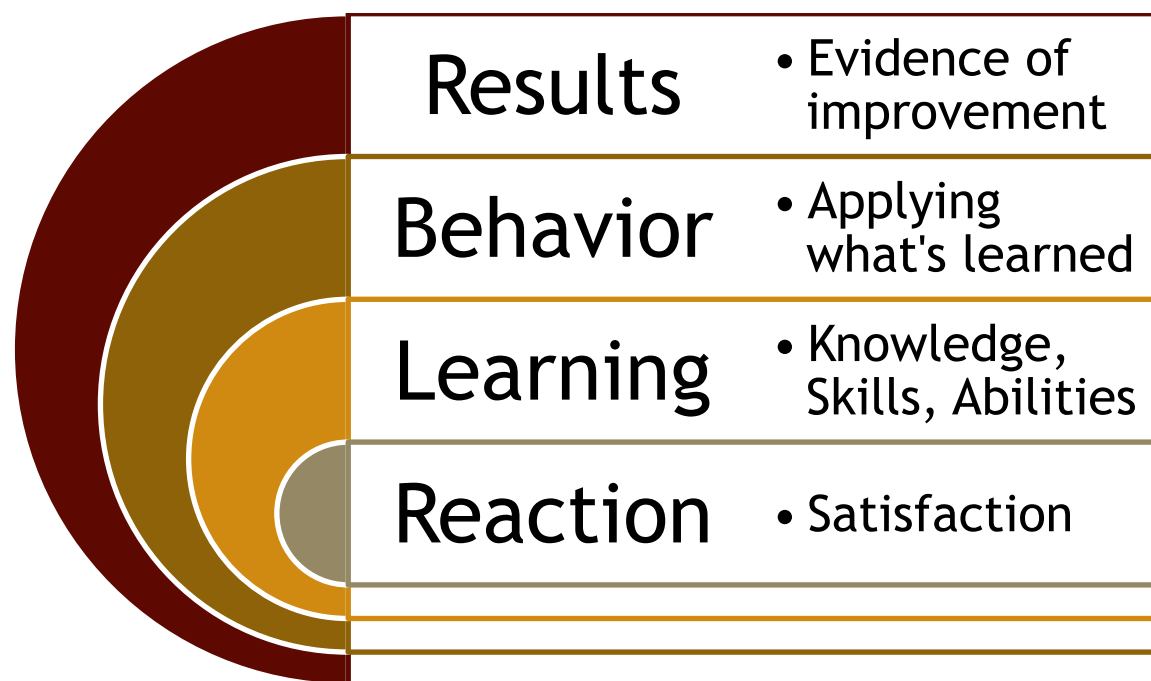
Kirkpatrick's approach to evaluating training and capacity building is very helpful when working through the *Intended Outcomes* question.

In short, this model suggests that successful training and TA engagements trace a chain from participants' **Reaction** ("Was your provider knowledgeable?" "Did it meet your needs?") all the way through to the **Results** of the engagement.

All too often, TA evaluations do a good job at assessing the first two parts of the chain - *Reaction* and *Learning* - but leave behind the real money makers: *Behavior* and *Results*.

Very few TA providers state their purpose as "providing engaging activities with nice snacks." Instead, they seek to make a meaningful change in staff members' and organizations' *Behavior*, which in turn make a positive impact on the programs, *Results*.

So make sure that your *Intended Outcomes* stretch across all four parts of this chain, especially for intensive and long-term TA engagements.



Here are some additional resources on the use of Kirkpatrick's model.

*Kirkpatrick's Four Levels of Evaluation*

<http://www.masterminds-ink.com/Evaluation.pdf>

There are a host of terrific free resources at [www.kirkpatrickpartners.com](http://www.kirkpatrickpartners.com).



## Question Four: How will you know?

In this step, technical assistance providers will develop a data collection plan that identifies the format, topics, subjects and timing. It's helpful to use diagrams in this step that help to link the *Intended Outcomes* with your data sources.

### What to consider

#### Format

Surveys are easy to create and collect, and cheap to analyze. They are great for “did it happen or not?” and “how would you rate this?” kinds of questions, and can inform other data collection methods.

Interviews and focus groups are really wonderful ways to explore “how?” and “why?” kinds of questions. It's a best practice to use this method to dig deeper into survey findings. But they're time consuming! Take advantage of existing meetings to conduct interviews and focus groups when you can.

Observations can show whether the TA services have netted any noticeable changes in the programs. In this case, a well-structured pre/post observation is the most thorough, though a post observation paired with some in-depth interviews can do the trick, too.

#### Content

Track back to the *Intended Outcomes* list generated in the prior step to identify the content of your data collection methods.

There are many excellent resources on writing good survey and focus group questions. A good website to get you started is the University of Wisconsin-Extension Quick Tips: <http://bit.ly/vMBBFL>.

#### Subjects

Consider how the people directly and indirectly affected by the TA service will experience the engagement. Tailor your questions to that point of view.

#### Timing

Consider when each of the intended outcomes should be evident. Structure your data collection to this timeline.

### Why it is important

Taking the time to clarify who can tell you what, and when, will help to make your data collection efforts efficient and effective.

You have limited time for data collection - make it count! Consider whether it's more important to know if your informants liked the snack or if they learned something they intend to apply in their work, and ask the question you want the answer to.

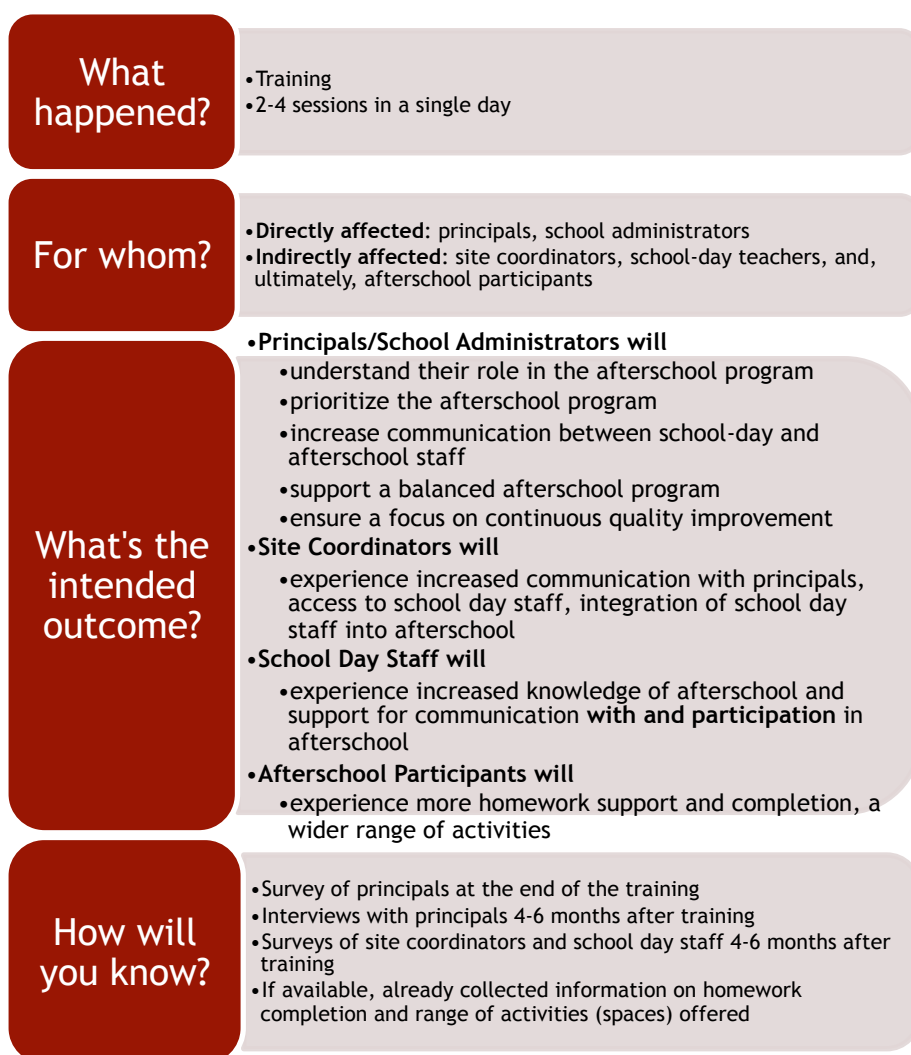
### Don't forget to...

Double check your draft surveys, site visit protocols, observation rubrics and other data sources against your list of *Intended Outcomes*. You will notice where you can trim overly redundant data collection and where there are gaps that need to be addressed by asking additional questions or collecting additional data.

## The Framework in Action

In this section, apply each of the steps in the *Framework* to the Leadership for After School Programs training curriculum<sup>1</sup>. This intensive training seeks to improve integration between after school programs and the school day. Sample data collection instruments developed for Leadership for After School Programs follow, representing the culmination of the use of the *Framework*.

Start by looking at the Framework outline below. This outline was completed *after* the more detailed write up that follows. While sketching this outline is a logical starting point, the contents were revised multiple times as the evaluation details were refined and through conversations with the TA providers conducting the training. In particular, we sketched several versions of the intended outcomes before settling on the ones you see here. It was truly an iterative process.



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## What happened?

Principals participated in a **daylong training** on 4 modules of a curriculum designed to support and increase after school program's alignment with the school day (*See modules on next page*).

*Each module includes research, best practices, and tools to assist the engagement of school administrators in evaluation, planning and development of enhanced learning opportunities for students that build upon the school day.*

These modules cover creating a vision for the after school program, ensuring quality content, acting as a community catalyst to communicate the value of the after school program, and collaborating to manage and secure resources.

This particular engagement offered an additional challenge, which is not surprising when applying this framework to an actual evaluation project. Some principals participated in the first two modules several months earlier. Therefore, the Evaluation Strategies take into account the fact that some are only experiencing the second set of modules (Modules 3 and 4) at the time of this engagement.

## For whom is the engagement? Who should be affected directly, and who indirectly?

Principals who participate will be directly affected. They will be able to address the quality of the TA engagement (the training) and the impact the training has had on their work.

In turn, site coordinators and school day staff will be affected indirectly. They should notice a change in policies and procedures even if they cannot attribute it to this training specifically.

Ultimately, after school participants will be able to experience differences as a result of this improvement in school day alignment. In particular, we expect that increasing school day alignment leads to better support for the after school program in general and for the academic portion in particular.

## What are the intended outcomes?

First, we looked at the outcomes as defined within the trainings themselves.

### ***Module One: Create a Vision for Learning***

- Prepare to conduct an assessment of the current after-school program
- Integrate the after-school program into school or district plans
- Refine a vision with staff that aligns the after-school program with the school day

### ***Module Two: Ensure Quality Content***

- Extend and enrich learning opportunities to ensure quality content
- Establish meaningful expectations for a balanced after school program
- Address the needs of English learners and students with disabilities in after school programs

### ***Module Three: Act as a Community Catalyst***

- Build relationships between the site and after school program staff
- Communicate after school program goals to parents and parent groups
- Foster positive partnerships with community based organizations
- Use data to inform program decisions, enhance communication, and demonstrate program effectiveness

### ***Module Four: Collaborate to Manage Resources***

- Learn strategies to access traditional resources
- Learn to identify and utilize non-traditional resources
- Understand that after school staff is a valuable resource
- Examine the principal's role in sustainability

Second, we went through the training modules and determined which specific content - Knowledge, Skills/Abilities, Attitudes and Policies and Procedures - the training disseminated in order for school administrators to achieve these outcomes.

Knowledge	<p>Module One</p> <ul style="list-style-type: none"> <li>• Clear roles and responsibilities have a strong impact</li> <li>• Effective after school programs promote student achievement</li> <li>• Requirements of federal and state after school funding</li> <li>• Ways to include after school program in Local Educational Agency Plan (LEAP) or Single Plan for Student Achievement (SPSA)</li> <li>• After school programs add value (They can add 91 more days per year, increase likelihood of graduation, contribute to better grades, raise CST scores, and increase attendance. They can also support the transition from middle to high school.)</li> <li>• Where school site is in the Five Stages of Alignment</li> </ul> <p>Module Two</p> <ul style="list-style-type: none"> <li>• Youth development is an approach to delivering after school activities that fosters positive social interaction and leadership skills</li> <li>• A quality after school program includes academic activities that are sequenced, active, focused and explicit (S.A.F.E.)</li> <li>• A balanced after school program includes academics, enrichment (athletics, recreation, special interest clubs and hands-on experiences in content areas such as Science, Technology, Engineering &amp; Math (STEM), and youth development</li> <li>• Homework supports achievement</li> <li>• Instructional strategies after school can use: Thinking about Thinking (Metacognition), Active Engagement (hands on lessons), Higher Order Thinking (application of knowledge), Cooperative Learning (pairs and small groups), and Independent Practice (homework, individual work)</li> <li>• After school programs are poised to provide academic support, validate cultural identity (through staffing and enrichment activities) and support English language development (through additional time for speaking, writing, listening and reading)</li> </ul> <p>Module Four</p> <ul style="list-style-type: none"> <li>• A list of reasonable non-traditional resources the principal can leverage for after school</li> </ul>
Skills/Abilities	<p>Module One</p> <ul style="list-style-type: none"> <li>• Craft a vision for a re-designed school day</li> <li>• Build positive relationships with staff members</li> <li>• Help staff understand the basics of State Standards</li> <li>• Be able to use the (Quality Self-Assessment Tool) QSAT and the Site Inclusion Quality Self-Assessment Tool (SIQSAT)</li> </ul> <p>Module Two</p> <ul style="list-style-type: none"> <li>• Ideas for how to bring school day teachers to visit and understand after school</li> <li>• Be able to use the High School After School Program Quality Self-Assessment Rubric (QSAR)</li> </ul>



	<p>Module Three</p> <ul style="list-style-type: none"> <li>Identify community partners in the school day and how they can support after school</li> <li>Can identify when to use quantitative and when to use qualitative research</li> </ul> <p>Module Four</p> <ul style="list-style-type: none"> <li>Ability to review shared budget and understand sound fiscal management</li> <li>Know how to communicate the benefit of the after school program with community stakeholders, including the financial benefit</li> <li>List 2-3 ways to build bridges between after school and school day</li> </ul>
Attitudes	<p>Module One</p> <ul style="list-style-type: none"> <li>The principal plays a critical role in setting a vision for alignment</li> <li>Alignment means that out-of-school-time activities complement work in schools, but do not duplicate what happens; enrichment and recreation are also important</li> <li>Emphasize continuous quality improvement</li> <li>Identify where school site should be in the Five Stages of Alignment next year</li> </ul> <p>Module Two</p> <ul style="list-style-type: none"> <li>Expanding the school day and year is important</li> <li>Expanded learning time is more than just extending what already happens in the school day.</li> <li>It is important to support enrichment and youth development activities in after school</li> <li>Leadership: Communicate, Collaborate, Celebrate</li> </ul> <p>Module Three</p> <ul style="list-style-type: none"> <li>I know my after school program well: how many staff, how many kids it serves, the subject of my last (&amp; recent) conversation with the Site coordinator</li> </ul> <p>Module Four</p> <ul style="list-style-type: none"> <li>The principal builds bridges between the school day and after school programs</li> </ul>
Policies and Procedures	<p>Module One</p> <ul style="list-style-type: none"> <li>Support school day alignment through partnerships with before- and after-school programs, and community organizations</li> <li>After school program appears in the LEAP</li> <li>After school program appears in the SPSA</li> <li>Hire Academic Coach (certificated staff)</li> <li>Establish formal communication channels</li> <li>Arrange for after school staff to work with grade level and resource teachers</li> <li>Invest in your program</li> <li>Support use of the QSAT</li> <li>Include after school as an agenda item at Site Council and parent meetings</li> </ul>

#### Module Two

- Support meaningful effective homework policy and communication in after school
- Support meaningful tutoring and academic intervention for students falling behind or very behind

#### Module Three

- There is a regularly scheduled meeting with Site Coordinator and other ways for the Site Coordinator to communicate with the principal
- There are intentional ways that after school staff and school day staff communicate and have opportunities to build relationships
- There is support for increasing family involvement in after school
- There are structures in place to communicate with parents about the after school program, including through existing parent leadership groups
- There is a confidentiality policy in place with the after school which allows required and relevant student-level data to be shared with the after school program
- Data collection and data review plan in place

#### Module Four

- Provide appropriate resources (facilities, security, custodial, storage, food, telephones, technology)
- Provide professional development for after school staff on school standards, homework assistance and tutoring strategies and behavior management strategies

Third, we reviewed the content and the stated outcomes, and developed a long list of intended outcomes for those **directly affected**, the principals and site administrators.

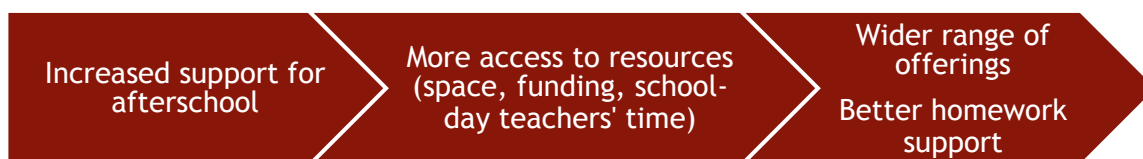
## Intended Outcomes

*As a result of this training:*

Principal's Role	<ul style="list-style-type: none"> <li>The principal will understand the requirements of after school funding.</li> <li>The principal will craft a vision for after school/school day alignment using the Five Stages of Alignment.</li> </ul>
Prioritization of the After school Program	<ul style="list-style-type: none"> <li>The principal will understand several ways after school programs promote student achievement.</li> <li>The principal will include the after school program in the SPSA</li> <li>The principal will include after school information in communication with parents, prospective parents and community.</li> <li>The principal will provide professional development for after school staff.</li> <li>The principal will leverage new non-traditional resources for the after school program.</li> <li>The after school program will have increased access to the school's activity or office space, custodial services, security services, storage, or technology.</li> </ul>
School Day and After school Communication	<ul style="list-style-type: none"> <li>The principal will formalize communication between school day staff and after school.</li> <li>The principal will hire or designate an Academic Coach (Lead Teacher, Academic Liaison).</li> <li>The principal will meet with the Site Coordinator at least monthly.</li> </ul>
Balanced Program	<ul style="list-style-type: none"> <li>The principal will be able to list key factors of youth development.</li> <li>The principal will provide professional development on California State Curricular Standards and homework help and/or tutoring to after school staff.</li> <li>The principal will provide adequate space for enrichment and youth development activities.</li> </ul>
Continuous Quality Improvement	<ul style="list-style-type: none"> <li>The after school community, including the principal and key school day staff, will use at least 2 sections of the QSAT, QSAR or SIQSAT to assess program quality.</li> <li>The principal will ensure required and relevant data is shared with the after school program.</li> <li>The principal will ensure creation of a data collection and review plan.</li> </ul>

Fourth, we defined the outcomes for those **indirectly affected**, including site coordinators, school day staff, and after school participants.

- **Site coordinators:** They will experience increased access to and communication with the principal and school day staff and increased involvement of school day staff in after school. They will experience this within a few months of the training.
- **School day staff:** They will experience increased knowledge of the after school program. They will also experience increased support by the school administration to enable their participation in the after school program. They will experience this within a few months of the training.
- **After school participants:** Because of increased support for the after school program generally, the program will have more access to resources such as space, funding and school day teachers time. This will translate into a wider range of offerings in the after school program (e.g. dance because the auditorium is made available or specialized academic support because a school day teacher is able to extend his time into the after school program). This will also translate into better homework support within after school as after school and school day staff support each other.



Therefore, participants should experience a wider range of program offerings and should complete their homework more often. However, because the principal training is occurring in the middle of a school year, the train may have already left the station for this year. Participants may not be able to experience this change until next school year.

## Finally, how (and when) will you know?

The four modules in the Leadership for After School training series convey a large amount of information. The list of knowledge, skills, abilities and attitudes covered in the training, not to mention recommended policies and procedures, could easily expand into a multi-day training.

School principals simply do not have that kind of time! So, just as this vast amount of content is condensed into a one-day engagement, our data collection must be simple and accessible to busy principals. This means we must make choices about what to collect from whom. Therefore,

### ***A. Written survey, immediately:***

We start with a **written survey the principals** take during and immediately following the one-day training. This survey will ask questions about the **learning goals** for each module as each module is completed. The survey allows those who took the first two modules to skip those module-specific questions.

Then, at the end of the day, participants will complete questions about:

- their **satisfaction** with the training (e.g. was the workshop relevant and engaging),
- the **learning** (knowledge and learned skills/abilities) that stands out for them,
- and their **intended behavior change** (“As a result of this workshop, I plan to…”).

### ***B. Follow-up interviews, 4-6 months later:***

Because behavior change can take some time, a **follow-up interview with principals** will be a few months after the training. This interview will ask for information to determine whether the knowledge and skills/abilities acquired in the training has changed the principals’ **behaviors**. This interview will also ask the principals to share any **impacts** they’ve seen as a result of their behavior change.

In truth, this may be all the TA provider can reasonably afford - in time and money - to collect. Certainly, these two steps may generate rich information to support improvement of the training and to make the case for its importance. However, if we walk through the Framework in its entirety, there is still more information to gather. The next step will be to request information from those indirectly affected by the training.

### ***C. Site coordinator and school day staff surveys, 4-6 months later:***

At the same time, the school’s **after school program site coordinator** and at least one **key school day staff** will also be surveyed. These **surveys** will follow a retrospective design where the site coordinator and staff will be asked to reflect on the quality of the after school-school day alignment at the time of the survey and then, retrospectively, at the start of the current school year (a time 7-9 months prior to the survey).

The site coordinator survey will include a request for a detail activity schedule at the time of the survey to be used for point E below.

The Framework suggests a third tier of data collection: the experiences of the after school program participants. Again, this may be a stretch for TA providers to complete, but it is a logical extension of the Framework and so we include it here.

***D. Existing information on homework assistance, 4-6 months later:***

Information on communication about and support for homework will be asked of the principal, site coordinator and school day staff. If communication about homework is being tracked in another way, such as through a homework tracking system or through student or parent report on satisfaction surveys, this will also be collected.

***E. Existing information on range of activities, start of the following school year:***

At the start of the school year, the sites will supply the new, detailed activity calendar. This will be compared with the one supplied at the site coordinator survey at the end of the previous year. A comparison of the range of activities, the number of staff (including school day staff) involved, and the spaces used by the after school program will suggest whether or not the after school program has more access to various school day resources than before.



# Sample Tools

# Leadership for After School Programs: Supporting Leadership for Expanded Learning

## Evaluation: Learning Goals Assessments

Thank you for completing these assessments.  
Your responses will help us plan and improve future workshops.

**Module 1: Create a Vision for Learning** Complete after you've completed Module 1 today.

☐ Check here if you completed Module 1 on a different day. If so, skip these questions.

To what extent did the workshop prepare me to...?	Completely	Quite a Bit	A Little	Not at All
1. Conduct an assessment of the current after-school program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Integrate the after school program into school or district plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Refine a vision with staff that aligns the after school program with the school day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Module 2: Ensure Quality Content** Complete after you've completed Module 2 today.

☐ Check here if you completed Module 2 on a different day. If so, skip these questions.

To what extent did the workshop prepare me to...?	Completely	Quite a Bit	A Little	Not at All
4. Extend and enrich learning opportunities to ensure quality content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Establish meaningful expectations for a balanced after school program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Address the needs of English learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Module 3: Act as a Community Catalyst** Complete after you've completed Module 3 today.

To what extent did the workshop prepare me to...?	Completely	Quite a Bit	A Little	Not at All
7. Build relationships between the site and after school program staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Communicate after school program goals to parents and parent groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Foster positive partnerships with community partners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Use data to inform program decisions, enhance communication, and demonstrate program effectiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Module 4: Collaborate to Manage Resources** Complete after you've completed Module 4 today.

During the workshops, to what extent did I...?	Completely	Quite a Bit	A Little	Not at All
11. Learn strategies to access traditional resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Learn to identify and utilize non-traditional resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Understand that after school staff is a valuable resource.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Examine the principal's role in sustainability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Learning Goals Assessments

page 1 of 1

# Leadership for After School Programs: Supporting Leadership for Expanded Learning

## Evaluation: Training Assessment

Complete at the end of the day.

Mark the answer that best describes your opinion:	Agree	Somewhat Agree	No Opinion	Somewhat Disagree	Disagree
1. The workshop content was relevant to my needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The workshop was well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The workshop was engaging for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I learned at least one new thing in today's workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I will use what I learned in this workshop in my after school program(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your agreement with the following statements <u>now</u> and at <u>the start of the training</u>					Now	Start of this training
1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree		
1. I feel confident I can lead my school site in using a Quality Self-Assessment tool such as the QSAT.						
2. I know where to place my school site along the Five Stages of Alignment. (NAESP, 2009)						
3. I can explain the importance of a balanced program.						
4. I can name 2 instructional strategies after school programs can use (list below): 1.  2.						
5. I can use data from different sources to inform decisions (list two sources below): 1.  2.						

<div style="display: flex; justify-content: space-between;"> <span><b><i>In this workshop, I also learned...</i></b></span> <span><b><i>I would have changed...</i></b></span> </div>		
<b><i>I would like to know more about...</i></b>	<b><i>As a result of this workshop, I plan to...</i></b>	
<div style="display: flex; align-items: center; justify-content: center;"> <p style="margin: 0;">We would like to contact you in 4-6 months to ask about how today's topics have been applied in your program. <b>If you are willing to be contacted, please provide your full name and email address:</b></p> </div>		
<b>My position is:</b> <input type="checkbox"/> Site Principal <input type="checkbox"/> Program Director/Administrator <input type="checkbox"/> Site After School Program Coordinator <input type="checkbox"/> District After School Coordinator <input type="checkbox"/> Regional After School Coordinator <input type="checkbox"/> Other: _____  <b>My county is:</b> _____	<b>The approximate size of my school is:</b> <input type="checkbox"/> 0-99 students <input type="checkbox"/> 100-499 students <input type="checkbox"/> 500-999 students <input type="checkbox"/> 1000 or more students  <b>My school is in Program Improvement?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A, my school is not a Title I school	<b>My setting is:</b> <input type="checkbox"/> Urban <input type="checkbox"/> Suburban <input type="checkbox"/> Rural  <b>The type of my current school is:</b> <input type="checkbox"/> Elementary <input type="checkbox"/> Middle/Junior High <input type="checkbox"/> K-8 <input type="checkbox"/> Comprehensive High School <input type="checkbox"/> Continuation High School <input type="checkbox"/> N/A <input type="checkbox"/> Other: _____

# Leadership for After School Programs: Supporting Leadership for Expanded Learning

## Evaluation: Follow-up Interview with School Administrator Interviewer Version

*Note to Interviewer:*

*This interview is part of a series of surveys and interviews that assess the impact of the Leadership for After School Programs training held in December 2011. This interview should be arranged with the Site Administrator who actually attended the training, 4-6 months after the training and before the school year ends.*

*The responses do not have to be long. However, in case they are extremely short of uninformative, prompts have been included to encourage the interviewee to expand on their response.*

*A draft of email language, which can be modified for use as a phone script as well, is included at the end of this set of questions. The “Suggested Scripts” can be re-stated in words that feel comfortable to the interviewer.*

*The Interview questions themselves should be sent to the interviewee ahead of time so they have the opportunity to review the questions and collect their thoughts.*

### **Suggested Script:**

**Thank you** for volunteering to participate in this follow up interview regarding the Leadership for After School training you attended last December.

This interview should **take about 30 minutes** and will **explore the growth** you’ve seen in your after school program since the training, including topics such as school day and after school communication, continuous quality improvement, and achieving a balanced program.

1. First, can you give me a 2-minute overview of the after school program at your site?

*Note: This question serves both to get the Site Administrator thinking about the after school program (get the program front and center in her or his thoughts) and to give you an opportunity to learn the language that site uses to describe the program. Feel free to modify the following questions accordingly. (For example, if the Site Administrator uses “Extended Day program,” use that instead of “After School Program.”)*



### **Suggested Script:**

**Thank you** for your continued support for after school programming. Now I am going to ask about a variety of things that may have **changed or grown** since the training. Some may have been **great before** you attended the training, which we want to hear about, too. I recognize some of these are big steps and that I am asking about a lot of possible steps and changes. We do not expect that **all sites have done all of these**. However, we are asking about a variety of changes to see **what patterns of growth emerge** across all the sites that participated in the training.

### **Prioritization of the After School Program:**

2. Do you include the after school program in the Single Plan for Student Achievement (SPSA)? Have you always done so?
3. How is parent communication about after school different, if at all, than before you took the training?
4. One of the topics covered in the training is the importance of making appropriate resources, such as space, available to the after school program. Have you made any changes to this since you took the training?

*Prompt for other resources such as technology, security services, custodial services, and storage.*

### **School Day and After School Communication:**

5. How often do you meet with the Site Coordinator? Is this different than before the training?

*Prompt: When was your last meeting?*

6. Can you describe the current, formal channels for communication between the school day staff and after school staff?
7. How are these channels different, if at all, than before you took the training?



**Balanced Program:**

8. Do you support or provide for training for the after school staff on homework help, tutoring or the California State Curricular Standards?

*Prompt: Has such training happened? If so, what was your role in getting it to happen (provide a space, provide extra paid time to a school-day staff to conduct the training, refer the program to a qualified trainer, provide snacks for the training, etc.)*

9. How is this different, if at all, from before you took the training?

10. Since you took the training, how has support for the enrichment and youth development components of the program changed, if at all?

*Prompt: Enrichment and youth development can include anything from science to art and music to leadership and community service to cooking and gardening.*

**Continuous Quality Improvement:**

11. Do you have a data collection plan for the after school program? Does the plan include opportunities for after school staff to review the information? Do you share student data with the after school program?

*Prompt: Would you characterize this as formal or informal?*

12. How is this different, if at all, than before you took the training?

13. Have you used a Quality Self-Assessment Tool with the after school staff since you took the training?

**General:**

14. Have you supported or led any other changes in the after school program since the December 2011 training?

**Suggested Script:**

**Thank you** for your time. Your responses will help **greatly improve** our training and after school programming for kids throughout the Region/State. Have a great day.



**Draft of Email Language**

*To be used to initiate scheduling of the interview.*

Subject: Leadership for After School follow up interview

Dear Site Administrator,

Thank you for volunteering to participate in a follow up interview regarding the Leadership for After School training you attended in December 2011.

I am writing today to set up a phone interview with you.

The interview should take about 30 minutes and will explore the growth you've seen in your after school program since the training, including topics such as school day and after school communication, continuous quality improvement, and achieving a balanced program.

I have attached a copy of the questions I will ask you, so that you know what to expect.

Would any of the following times work for you?

LIST AVAILABLE TIMES

Thank you for your time and your support of after school programming.

I look forward to speaking with you soon.

Sincerely,

YOUR NAME

Attachment: Interview Questions\_Site Administrator



# **Leadership for After School Programs:**

## **Supporting Leadership for Expanded Learning**

### **Evaluation: Follow-up Interview with School Administrator**

*Thank you for volunteering to participate in this follow up interview regarding the Leadership for After School training you attended last December.*

*This interview should take about 30 minutes and will explore the growth you've seen in your after school program since the training, including topics such as school day and after school communication, continuous quality improvement, and achieving a balanced program.*

*Some of the systems or supports may have been great before you attended the training, and we want to hear about that, too. We also do not expect that all sites have made all of these changes. However, we are asking about a variety of possible changes to see what patterns of growth emerge across all the sites we are talking to.*

1. First, can you give me a 2-minute overview of the after school program at your site?

#### **Prioritization of the After School Program:**

2. Do you include the after school program in the Single Plan for Student Achievement (SPSA)? Have you always done so?
3. How is parent communication about after school different, if at all, than before you took the training?
4. One of the topics covered in the training is the importance of making appropriate resources, such as space, available to the after school program. Have you made any changes to this since you took the training?

#### **School Day and After School Communication:**

5. How often do you meet with the Site Coordinator? Is this different than before the training?



6. Can you describe the current, formal channels for communication between the school day staff and after school staff?
7. How are these channels different, if at all, than before you took the training?

**Balanced Program:**

8. Do you support or provide for training for the after school staff on homework help, tutoring or the California State Curricular Standards?
9. How is this different, if at all, from before you took the training?
10. Since you took the training, how has support for the enrichment and youth development components of the program changed, if at all?

**Continuous Quality Improvement:**

11. Do you have a data collection plan for the after school program? Does the plan include opportunities for after school staff to review the information? Do you share student data with the after school program?
12. How is this different, if at all, than before you took the training?
13. Have you used a Quality Self-Assessment Tool with the after school staff since you took the training?

**General:**

14. Have you supported or led any other changes in the after school program since the December 2011 training?

**Thank you for your time!**



After School Technical Assistance Providers' Evaluation Framework  
Companion Data Collection Tools  
Prepared by Public Profit for ASAPconnect

# Leadership for After School Programs: Supporting Leadership for Expanded Learning

## Evaluation: Site Coordinator Survey

Thank you for completing this survey.

Your responses will help us plan and improve future workshops for principals on supporting afterschool programs.

Your site administrator took a Leadership for After School Programs training 4-6 months ago. We want to ask you about any changes you may have noticed since that time.

**First**, mark how much you agree with the statements below **now**.

**Then**, think back to **the start of this school year**. Knowing what you know now, how much would you have agreed with the statement at that time?

Please rate your agreement with the following statements:					Now	Start of this school year
1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree		
1. Our principal understands the requirements of afterschool funding						
2. Our principal has crafted a vision for afterschool/school day alignment						
3. Our principal understands several ways afterschool programs promote student achievement						
4. Our principal supports professional development for our afterschool staff.						
5. Our principal ensures we have enough space, custodial services, security, and technology.						
6. We have formal systems for communication with the school day staff.						
7. Our Academic Coach (Lead Teacher, Academic Liaison) provides important support to our program.						
8. I meet with the principal regularly.						
9. The principal understands principles of youth development.						
10. We have access to the student data we need for our required reporting.						
11. We have access to the student data we need for program improvement.						
12. We offer a wide range of enrichment, recreation, academic support and youth development activities.						
13. We have adequate systems in place to support homework assistance in the afterschool program.						
14. School day staff participate in the afterschool program.						

Please return a copy of your **current activity schedule** with the completed survey.

Thank you very much for your time.



## Leadership for After School Programs: Supporting Leadership for Expanded Learning

### Evaluation: Activity Assessment

Using the activity schedule, simply count up the following at the two points in time: at the 4-6 month follow up survey of the Site Coordinator and at the start of the following school year.

	<b>Four to six months after the <i>Supporting Leadership for Expanded Learning</i> training</b>	<b>Start of the following school year</b>	<b>Change (e.g. +2, -1)</b>
<b>Number of rooms used</b>			
<b>Number of individual activities</b>			
<b>Number of afterschool program staff</b>			
<b>Number of school day staff working in the afterschool program</b>			

### Questions to guide analysis:

- What changed?
- Was it positive or negative?
- Does the change help make the case that school day alignment increased?
- What other mitigating factors may exist?



# Leadership for After School Programs: Supporting Leadership for Expanded Learning

## Evaluation: School Day Staff Survey

Thank you for completing this survey.

Your responses will help us plan and improve future workshops for principals on after school/school day alignment.

Your site administrator took a Leadership for After School Programs training 4-6 months ago. We want to ask you about any changes you may have noticed since that time.

**First**, mark how much you agree with the statements below **now**.

**Then**, think back to **the start of this school year**. Knowing what you know now, how much would you have agreed with the statement at that time?

Please rate your agreement with the following statements:					Now	Start of this school year
1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree		
1. Our principal has crafted a vision for after school/school day alignment						
2. Our principal communicates to school day staff several ways after school programs promote student achievement						
3. Our principal communicates the importance of the after school program to parents.						
4. I know what is going on in the after school program.						
5. We have formal systems for communication with the after school program.						
6. We have adequate systems in place to support homework assistance in the after school program.						
7. The after school program offers a wide range of enrichment, recreation, academic support and youth development activities.						
8. The principal supports my participation in the after school program.						

Thank you very much for your time.

